



Academic Advising Toolkit:

Academic Activity Pages

One of the most common complaints with advising/mentoring programs has been the need for a standardized curriculum. The following section of the Advising Toolkit offers you a curriculum framework of activity pages that can be used with your program. The activity pages were developed at KDE by a cross agency group of experts from the field that included school counselors, health and wellness coordinators, certified teachers, postsecondary representatives and members of the business community.

The activities are developed around the same three domains of the American School Counselor's Association's standards: Academic, Career and Personal/Social. The activity pages give step by step guidance (often right down to the actual scripting) for advisors to use with their students. Some of the activities required computer access, but many do not. In some cases where technology is required, one computer with an LCD projector would suffice for allowing students' appropriate access as all students could view the site at one time. In other cases, printing an article from the website rather than requiring all students to view the article online would also suffice.

Activity #	Title	Topic
A-1	College Night	College Awareness, AP, Dual Credit
A-2	Education Beyond High School	ILP, KEES, KHEAA
A-3	Excuses NOT to Go to College	College Awareness, Financial Concerns
A-4	High School vs. College	College Awareness,
A-5	Academic Goal Setting	Goal Setting, SMART goals,
A-6	Academic Study Skills	College Awareness, Learning Styles, Study Skills



Activity A-1: College Night

☒ Academic ☐ Career ☐ Personal/Social

Overview:

Many schools host college nights for parents and students to become familiar with local colleges and their expectations. This is helpful in informing both parents and students on the possibilities available for postsecondary education and training.

Procedure/Guidelines:

1. Consider hosting one or more college nights to educate students AND parents in areas such as the benefits of AP or dual credit, benefits of attending college, ways to pay for college, choices of avenues for achieving postsecondary education.
2. Include in the meeting:
 - a. Invite seniors taking AP or dual credit to discuss pros and cons for taking advanced courses
 - b. Invite former students who are now attending college to discuss challenges and barriers, shed light on college life, answer questions, etc.
 - c. Invite college recruiters to discuss with students what is needed for acceptance into the college of their choice
 - d. Invite your regional KHEAA outreach counselor to discuss planning and financing for college. (See *KHEAA Outreach Presentation Guide* for counselor contact information and workshop options and descriptions.)
 - i. Refer students and parents to KHEAA's *Getting In, Affording Higher Education* and *The College Circuit* publications, available from your regional counselor or at www.kheaa.com.
 - ii. Encourage families to create a ZIPAccess account at www.kheaa.com and request a free *College Cost and Planning Report* from KHEAA. This personalized report allows students to compare up to six colleges nationwide and to receive an individual estimate of the student financial aid that they may expect to receive at each institution.
3. You may improve attendance and reach more parents and students by:
 - a. Offering these meetings more than once, at different times or on different nights
 - b. Giving door prizes and offering refreshments
 - c. Recording the meeting and put it on the web for parents and students who couldn't make it to the meeting

Resources:

- www.kheaa.com



Activity A-2: Education Beyond High School

☒ Academic ☐ Career ☐ Personal/Social

Overview:

Data shows that most available jobs require education beyond a high school diploma. Therefore, it is extremely important to get students thinking about postsecondary education early in their high school careers or earlier. Students can use the tools within their ILP to help choose career interests. There are also many other resources available to help students decide the path they want to take. It is important for students to understand their options when choosing their postsecondary pathways.

Procedure/ Guidelines:

Have students match their career interests identified in their ILP with a postsecondary pathway by:

1. Exploring colleges that offer a program to support the student's career interest (found in the ILP by first clicking on a career and then clicking on "education" in the blue banner on the left of the page). Once schools are selected students can review academic requirements and student life options. Students may also want to review the college for their credit transfer options for Dual Credit, Advance Placement and Dual Enrollment.
2. Researching scholarships related to the student's area of interest by clicking on the blue "schools" button at the top of the ILP homepage, next click on "financial aid". From the next window students can search for scholarships by name, or complete the financial aid selector to identify scholarship opportunities for which they qualify.
3. Helping students select the academic programs that best suit them as individuals by clicking on the blue "schools" button at the top of the screen, then click on "school selector" where students will answer a series of questions to see a list of colleges that match their expectations.
4. Increase students' knowledge of college costs, KEES awards and methods for obtaining financial aid by having students create a KHEAA account at KHEAA.com. Invite your regional KHEAA outreach counselor to discuss early planning and financing for college, including assistance with their ILPs. (See [KHEAA Outreach Presentation Guide](#) for counselor contact information workshop options and descriptions.)

Resources:

- www.kheaa.com



Activity A-3: Excuses NOT to Go to College

☒ Academic ☐ Career ☐ Personal/Social

Overview:

Many students, especially those students who will be the first in their families to attend college (often called “first-generation students”), will have many excuses why they should not pursue a college education. While these arguments may be legitimate, students are often intimidated by the idea of going to college when they are actually very capable, or are just uninformed.

Procedure/Guidelines:

1. College Board has a list of 7 excuses not to go to college. You may find this list at <http://www.collegeboard.com/student/plan/starting-points/141.html>.
2. Have students list their reasons for not attending college. Discuss those reasons in small groups.
3. Show students College Board’s list and discuss the solutions that College Board gives for those excuses.
4. Students and parents can review the [No Excuses](#) article in the [Planning for College](#) section of www.kheaa.com to learn about resources from the Kentucky Higher Education Assistance Authority (KHEAA).
5. Help students brainstorm ideas to overcome their reasons for not pursuing college.

Resources:

- www.kheaa.com



Activity A-4: High School vs. College

☒ Academic

☐ Career

☐ Personal/Social

Overview:

Many high school students do not understand how education can be different after high school. On the other hand, others may resist pursuing education after high school because they don't know what to expect. Understanding how the system of higher education works is just as important as having the academic preparation for college.

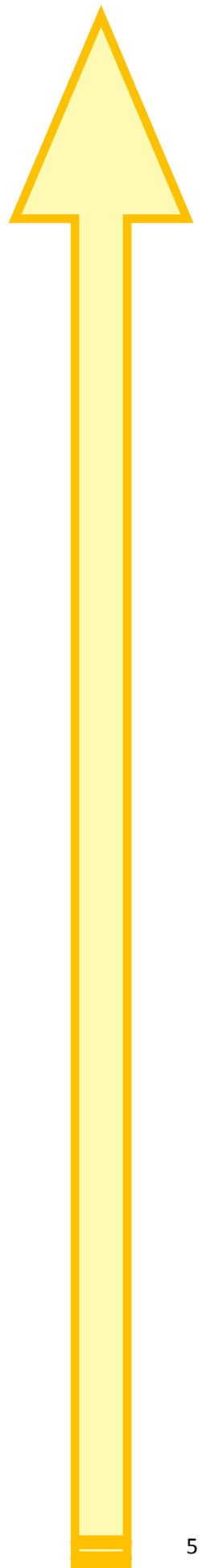
Procedure/Guidelines:

Eastern Kentucky University (EKU) has developed [a guide](#) (scroll down to Academic Skills- It's the first doc) to help students better understand the differences between high school and college. This will guide students in making decisions about pursuing education after high school, and help them understand skills they need to work on while still in high school.

The guide discusses differences in:

- Personal Autonomy
- College Classes
- College Teachers
- Studying and Test-taking
- Grades and Grading and Credits
- College Advisers

Advisors should lead students through this guide (either provide each student a printed copy, or bring up the link and show it to the whole group of students). Read through and discuss the material with students, providing your own examples from your own life if possible as you progress through the material.





Activity A-5: Academic Goal Setting



Academic



Career



Personal/Social

Overview:

Setting goals is something that many of us take for granted. However, students need to learn to set goals for themselves in all areas of their lives. Setting goals in the academic arena is especially important and sometimes difficult for students to realize.

Procedure/Guidelines:

Below are some suggestions and resources to assist students with goal-setting:

- Talk about the difference between short-term and long-term goals (with examples)
- Discuss SMART goals (Specific, Measurable, Attainable, Realistic, Timely)
- Have students start with small academic goals (e.g., getting a B average on the next two quizzes in history) and actually write two short term goals for themselves. Have them consider the next six months to a year and write one long term goal.

Resources:

- http://www.ehow.com/list_6376112_goal_setting-activities-students.html
- <http://gotocollege.ky.gov/website/goto/home>
- www.kheaa.com



Activity A-6: Academic Study Skills



Academic



Career



Personal/Social

Overview:

Many students do not exhibit true study skills, regardless of grades and test scores. These are skills that can sometimes be deemed unnecessary for some students in high school, but will be vital to success in education after high school.

Procedure/Guidelines:

Discuss some differences between high school and college, along with skills that may help ease that transition and aid students in being more successful in college. Although there are more, below is a list of study skills that all students should be familiar.

1. Learning styles
 - a. 3 basic types of learning styles: visual, auditory, and kinesthetic.
 - b. There is a learning styles inventory in the ILP that students should complete.
 - c. Research the learning style inventories to determine which is best for your students.
 - d. It is important to remember that some students may have different learning styles for different subjects.
2. Note-taking skills and strategies
 - a. <http://www.testtakingtips.com/note/index.htm>
 - b. <http://www.collegeboard.com/student/plan/college-success/955.html>
 - c. Cornell Notes: <http://coe.jmu.edu/LearningToolbox/cornellnotes.html>
3. Other study skills resources
 - a. <http://www.how-to-study.com/>
 - b. <http://www.cse.buffalo.edu/~rapaport/howtostudy.html>
 - c. <http://www.studygs.net/cooplearn.htm>